**Greater Cleveland Council of Teachers of Mathematics**

**RICH TASK PROCESSING TEMPLATE**

**Mathematics I**

**Name of Resource:**

**Submitted by: Source (book, website, etc.):**

**CCSS-M Content Alignment:**

Not all clusters require equal emphasis of instructional time. If any, which cluster(s) does this resource address?

|  |  |
| --- | --- |
| **✓ Check all that apply.** | **Cluster** |
|  | Quantities\* (N-Q) |
|  | Reason quantitatively and use units to solve problems (1, 2, 3) |
|  | Seeing Structure in Expressions (A-SSE) |
|  | Interpret the structure of expressions (1) |
|  | Write expressions in equivalent forms to solve problems (3) |
|  | Creating Equations\* (A-CED) |
|  | Create equations that describe numbers of relations (1, 2, 3, 4) |
|  | Reasoning with Equations and Inequalities (A-REI) |
|  | Solve equations and inequalities in one variable (3) |
|  | Solve systems of equations (5, 6) |
|  | Represent and solve equations and inequalities graphically (10, 11, 12) |
|  | Interpreting Functions (F-IF) |
|  | Understand the concept of a function and use function notation (1, 2, 3) |
|  | Interpret functions that arise in applications in terms of the context (4, 5, 6) |
|  | Analyze functions using different representations (7, 9) |
|  | Building Functions (F-BF) |
|  | Build a function that models a relationship between two quantities (1, 2) |
|  | Linear, Quadratic, and Exponential Models\* (F-LE) |
|  | Construct and compare linear, quadratic, and exponential models and solve problems (1, 2, 3) |
|  | Interpret expressions for functions in terms of the situation they model (5) |
|  | Congruence (G-CO) |
|  | Experiment with transformations in the plane (1, 2, 3, 4, 5) |
|  | Understand congruence in terms of rigid motions (6, 7, 8) |
|  | Prove geometric theorems (9, 10, 11) |
|  | Interpreting categorical and quantitative data (S-ID) |
|  | Summarize, represent, and interpret data on a single count or measurement variable (1, 2, 3, 4) |
|  | Summarize, represent, and interpret data on two categorical and quantitative variables (5, 6) |
|  | Interpret Linear models (7, 8, 9) |

Major Cluster Supporting Cluster Additional Cluster

If possible, cite the specific standards (e.g. G-CO.3) that this resource addresses:**Standards for Mathematical Practice (SMP) Alignment:**

PARCC Assessments will measure not only content, but the SMP as well. Not all SMP are addressed in every task/lesson. Which SMP does this resource address?

**✓ Check all that apply.**

|  |  |  |
| --- | --- | --- |
| Overarching |  | 1. Make sense of problems and persevere in solving them. |
|  | 6. Attend to precision. |
| Reasoning |  | 2. Reason abstractly and quantitatively. |
|  | 3. Construct viable arguments and critique the reasoning of others. |
| Modeling |  | 4. Model with Mathematics. |
|  | 5. Use appropriate tools strategically. |
| Finding Structure |  | 7. Look for and make use of structure. |
|  | 8. Look for and express regularity in repeated reasoning. |

**Assessing SMP:** Measuring the SMP can be challenging. List specific evidence of the SMP that this resource addresses. (What are your students doing or saying?)

**Content Focus Alignment:** Rich tasks have “mathematical stretch,” making them useful across several grade levels. It is important, however, to note the mathematics that aligns this task to appropriate grade level work. This is best understood by also noting the mathematics in the grade level prior and after.

Mathematics in this resource that relates to Mathematics I:

How could this resource be adapted specifically to Grade 8 work?

How could this resource be adapted for Mathematics II/Mathematics III work?

Additional ideas to consider with this resource include: